

Influence of Library Value on University Education: Students' Perception Survey

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Abstract

This study investigates the influence of library value on students' education. Library physical infrastructures, library information resources, library personnel, library information services were independent variables related to the overall library value to students' education. Descriptive survey design method was employed in this study and the population was the regular students of a federal university in Nigeria. Simple random and equal allocation sampling methods were used to select 500 students from 10 faculties in the university. Pre-tested questionnaire with a reliability coefficient of .95 alpha was used to collect data from the students in their faculty libraries during the 2013/2014 academic session. Data collected were subjected to descriptive and inferential statistics using SPSS17.0. Results indicate that the students' perceived the library to be of great value to their education and it impacted on their academic pursuits and studies, academic performances, productivity, and career. All the independent variables significantly influenced the overall value of the library individually and collectively. While the relative contributions of the library physical infrastructures, library personnel and library information services to the value of the library value were significant library information resources was not. Recommendations for improvement were also provided.

Keywords: Library value, University education, University Library, Undergraduates, Library physical infrastructures, Library personnel, Library information services, Library information resources.

INTRODUCTION

Universities are established to promote education, scholarship, research and learning in all fields of human endeavours (Eze and Uzoigwe, 2013). The goals of university education as enshrined in the Nigerian National Policy on Education is to help students acquires both physical and intellectual skills which will make them self-reliant and useful members of the society (Federal Ministry of Education, 2004). For universities to properly educate students, the Federal Government of Nigeria advocated for a viable library in every university to provide adequate infrastructures, information resources, and services manned by qualified personnel. The extent these infrastructures, resources and services meet the educational needs of the users determines the value of the library.

Value is the quality of being useful or desirable. Therefore, the value of a library is the quality of its usefulness or desirability. Thus, the value of the library in university education is the quality of the usefulness or desirability of university library in supporting university education and there are many ways the library can demonstrate its' value. According to Creaser and Spize

(2012) libraries can show their value to teaching and research staff in terms of staff time saved, increased quality of student assignment, increased contact hour. Similarly, McCreadie (2013) opined that the level of library support and services provided to users; contribution to the parent institution missions and goals; or economic value for return on investment are ways of assessing library value. Students' educational outcome can equally be a measure of library value.

The value of academic library can be assessed by the adequacy of the library's physical facilities and infrastructures such as library building, seating capacity; air-conditioning system, lighting situation etc.; library's information resources ranging from textbooks, e-books, journals, e-journals, newspaper and magazine, abstracts and indexes, encyclopaedia, dictionaries, manuals and handbooks, AV materials, computer for general use, government publication, thesis and dissertations, grey literature, electronic and digital materials; provision of adequate library personnel; provision of adequate library services such as user education and orientation, reference services, Internet services, reprographic services, interlibrary loan services, exhibition and display, access to online databases, referral services etc.

Every university library today, is trying to demonstrate its value or contribution towards the educational mission of its parent body by impacting on students' education through the provision of improved infrastructures, resources, personnel and services. In this regard, Payne and Conyers (2005) posit that university libraries should be able to demonstrate the value of what they are doing and provide evidence of the impact they make which should lead to service improvement (Farkas (2013).

Demonstrating library value is of critical importance to all libraries; both to protect services and to serve patrons effectively and there are many ways of determining what patrons want, like, value, including surveys, focus groups, and informal methods (Brown, 2011). Students' perception survey method will be used to anchor this study to determine how the value of the library influences their educational pursuits.

The University of Benin Library system comprised of John Harris Library (The main Library), and 13 faculty aimed at bringing library services closer to the students with 201 professional and para-professionals. There are two e-libraries – MTN Foundation library and the Donald Partridge e-library with 228 computers linked to the university's fast Internet at the disposal of staff and students. The library maintains adequate lighting system with over 4,700 seating capacity, stand-by electricity generating set and air-conditions facilities in the entire library system, and it is situated in a clean environment for the comfort of library users. The library is well stocked with over 211,000 volumes of books, 344 titles of journals and presently subscribed to 172 titles of journals, and various electronic full-text information resources and databases such as E-Granary, EBSCOHost, The Essential Electronic Agricultural Library (TEEAL), Research4life etc, which are accessible in these libraries, student hostels and all over the campus. Each faculty library has at least five computers with Internet access to aid information access. Also available include large collection of pamphlets and audio visual materials (Students Affairs Division, 2014).

In the last three years, several millions of Naira has been spent in purchasing books and journals for the library in collaboration with faculty members. The library education services include annual orientation lectures, library orientation exercises, library instruction as part of GST 111 courses (the use of Library) in the university; all geared towards user education

programmes to assist the students in using the library adequately. Library services include current awareness services, selective dissemination of information (SDI), reference services, photocopying services, Internet, bindery services etc. The library organises training workshops on the use of e-databases such as TEEAL, Health Internetwork Access to Research Initiatives (HINARI), Online Access to Research in the Environment (OARE) and Agricultural Online Research Access (AGORA) for faculty and students and individualized training by specialized librarians. With these infrastructures, resources and services provided by qualified librarians, it is only imperative to evaluate the value derived by students from using these resources and services in the library.

OBJECTIVES OF THE STUDY

The overall objective of the study is to determine the value of the university library and its influence on the educational pursuit of the students. Specific objectives include:

1. Determine the overall value of the library to the students' education.
2. Assess the value students placed on the library's physical facilities and infrastructures.
3. Ascertain the value of the library's information resources on students' education.
4. Find out the value students have on the library's personnel in support of their education.
5. Evaluate the value of the library's information services rendered to students.

Hypothesis

The following null hypotheses will guide the conduct of this study and they will be tested at 0.05 level of significance.

Ho1: There is no significant difference in library value to students' education per faculty.

Ho2: Library infrastructures have no relationship with library value to students' education.

Ho3: Library information resources have no influence on library value to students' education.

Ho4: Library personnel have no relationship with library value to students' education.

Ho5: Library information services have no relationship with library value to students' education.

Ho6: There is no combined influence of library facilities, information resources, library personnel and information services on the overall value of the library to students' education.

SCOPE OF THE STUDY

There are many ways to determine the value of the library however, library's physical facilities, information resources, library personnel, information services provision approach will be used in this study. Also, determination of library value in education can be done using faculty, students or other methods. Students' assessment was used to anchor this study as the students are the primary beneficiaries of the education provided in the university and therefore they are in good position to evaluate the library. The perception of the students' was used in this study.

LITERATURE REVIEW

Assessing the value of the library in university education has engaged the attention of scholars in the field of library and information science in recent years. The value of university libraries can influence students' education in several ways through the provision of adequate physical infrastructures, information resources, manpower and information services. Reviewing academic library performance in 36 Colleges and Universities in the U.S., Whitmire (2002) reported that undergraduates attending research universities with greater academic library resources had higher self-reported gains in critical thinking. This means that library resources were of value and influenced the students' thinking. Also, Kuh and Gontea (2003) revealed that the library plays an important role in helping Indiana University in achieving its academic

mission by providing very valuable service and a positive learning environment for all undergraduates.

Reporting on academic library value in developing world, McCreadie (2013) findings revealed that university libraries have access to large range of high-quality information materials that offer great potentials to support faculty for research and teaching. The libraries were well perceived by faculty and evidence of teaching support exists implying that the libraries were of value to the faculty members. Investigating the use and satisfaction of library resources and services in Tezpur University, India, Saikia and Gohain (2013) found that students and research scholars were highly satisfied with the collection of online journals and library services thus the library is playing vital roles in meeting the multidimensional demands of students and research scholars information and knowledge needs. Also in India, a comparative users' evaluation of four university libraries effectiveness, Khan (2012) indicates that library infrastructures in all the universities were adequate in meeting their users' information needs and the users were satisfied.

Assessing the impact of academic libraries in Kuwait, Awadh (2012) found a positive perception of all three groups of academic libraries by students, administrators and academics; and the library collection was identified as the most important services influencing users' personal performance. At the Arab International University in Syria, Restoum and Wade (2013) found that students were satisfied with library services' quality in terms of accessibility of library collections and information resources in meeting their educational information needs. In Latvia, Paberza (2010) reported 95 percent satisfaction level of the available services in their public libraries and the libraries influenced the people leisure hour and supported their education.

Assessing the influence of libraries on students academic studies in Nigeria, Adio and Olasina (2010) posit that the library influenced students from primary school to tertiary level of education by providing information resources and services for life-long learning. Examining the place of academic libraries in university education in the Southeastern Nigeria, Eze and Uzoigwe (2013) found that most of the university libraries provided adequate variety of services - reference, Internet, interlibrary loan, and information resources -textbooks, newspapers and magazines that supported teaching, learning and research in the universities in the region. At the Kenneth Dike Library, University of Ibadan, Adeyemi and Fatoki (2013) found that the library support to learning and research was 64% and the users were satisfied with library space, photocopying, bindery services, print books and journals, library staff support, safety and security, and opening hour. The foregoing review has shown that academic libraries can impact university education through the provision of adequate infrastructures, resources and services.

The provision of adequate library infrastructures, facilities and a conducive environment can influence the value of academic library and students' educational development. Esew and Ikyembe (2013) identified inadequate material resources, poor infrastructures, absence of teaching and research facilities, inadequate ICT facilities, low bandwidth, inadequate information resources and staff training, and inadequate power supply as factors militating against library services for effective educational performance of students in universities in Nigeria. At the Abubakar Tafawa Balewa University, Bauchi, Isyaku (2010) reported that students' use of cell phone in the library against prohibition constitute noise, distraction and nuisance making concentration difficult which could affect serious students performances who

used the library. Adekanye (2004) found that the University of Lagos and Yaba College of Technology library buildings were grossly inadequate for the educational needs of the students due to current explosion of students and recommended improvement in reading space, stacks and climatic control. Okiy (2012) noted that despite the age long neglect in funding and infrastructural provision by government, academic libraries remain the pivots of any successful teaching and learning to produce competent manpower for national development in Nigeria. Awala-Ale (2012) concluded that existing literature confirms the need for the establishment of functional library buildings and services that will be a joy of library users. On the situation in Kenya, Ndirangu and Udoto (2011) reported that the quality of library, online resources and lecture facilities provided in Kenyan public universities were not adequate to support the desired education programmes effectively and facilitate the development of learning environment that support students and teachers in achieving their goals. Therefore, adequate infrastructures are necessary in enhancing the value of academic libraries.

Information resources are critical factors in determining the value of libraries and their impact on students' academic work. Students regard the library as a place to undergo academic works, including finding and using information resources. It is frustrating if research materials are not available for students to use in the library (Tunde and Issa, 2013). Adelaja (2014) posits that very many public university libraries in Nigeria are in appalling state due to inadequate funding as students and faculty now survives on obsolete information. When university libraries are not updated with recent information, the quality of learning and teaching is compromised and the library loses its value and relevance thus impacting negatively on students' education. Evaluating the use of library materials and services in four private universities in south west Nigeria, Ogbuiyi and Okpe (2013) concluded that the available library resources and services were grossly inadequate to achieve the educational objectives of the schools. Similarly, Onifade, Ogbuiyi and Omeluzor (2013) reported average level of satisfaction of library resources and services among postgraduate students in a Nigerian private university library therefore not meeting their educational information needs.

However, Popoola (2008) and Popoola (2009) found that the use of library information sources and services improved the research output and teaching effectiveness of social scientists in Nigerian universities while Emokiniovo and Ogunrombi (2012) reported maximum satisfaction with library materials in faculty libraries and the materials were used to meet the students' information needs for learning and research work. On the provision of e-resources, Tella, Tella, Ayeni and Omoba (2007) recorded significant contribution of electronic information resources use on academic performance of education students at the University of Ibadan mostly in the areas of general education, English and Mathematics. Similarly, Oyedum (2007) revealed that Internet services at the Federal University of Technology, Minna library have tremendously improved academic performances of the users. Ukpebor (2011) results also showed that Internet use has significant influence on academic efficiency of engineering students and faculty in three universities in Edo State, Nigeria while Afolake, Oluwafemi and Olatunje (2014) concluded that Internet use by humanity students in ten universities and their academic performance are related.

Physical facilities, information resources and services cannot produce effective result without qualified personnel to manage them. Research on the value of academic libraries for teaching and research staff in the UK, USA and the Scandinavia, Creaser and Spezi (2012) found that librarians generally understood the needs of their users and provided services to meet these needs but not all teaching and research staff appreciate the level and extent of the support available from the library. In Nigerian universities, Iyishu and Nkanu (2013) concluded that

good quality personnel abound to rendered reference, loan and user education services to the satisfaction of users in academic libraries in Cross River State to enhance academic performance of the students. At the University of Ibadan, Adeyemi and Fatoki (2013) revealed that 62% of Kenneth Dike library staff support users in effectively using the library resources and services to enhance their educational pursuits. Eseye and Ikyembe (2013) stressed the need for librarians to guide students in using ICT for their knowledge advancement and educational development.

Academic libraries offer various library services to enhance their value and students academic successes. Such services should be valuable and tailored to meet students' academic needs. Ajidahun (2011) averred that the contribution of library services to all professionals including university staff and students is indispensable. Assessing the impact of student use of three library services on academic performance, Kot and Jones (2014) found that the library has a positive impact on new college students' academic performance. Examining the effect of librarian-led one-shot classroom instruction on students' grade point average at the Middle Tennessee State University, Vance, Kirk and Gardner (2012) found that the instruction does have impact on students' performance. Evaluating the use of library resources and services by students of Paul University, Awka, Nkamnebe, Udem and Nkamnebe (2014) found that users are satisfied with the services and facilities provided by the library in supporting their studies. In Cross River State, Nigeria, Iyishu and Nkanu (2013) showed that library users have higher than average satisfaction with reference, lending and user education services in academic libraries in the state. Adeyemi and Fatoki (2013) found that Kenneth Dike library users are satisfied with the space, print information resources, opening hour, location, safety and security, photocopy and bindery services. On the contrary, Whitmire (2002) observed that academic library services had a negative relationship with undergraduates' self-reported gains in critical thinking.

However, McCreddie (2013) averred that raising the visibility and awareness of library services to support faculty teaching and research, as well as building robust library websites for accessing e-resources and communication between library and its users can enhance the value of academic libraries in developing countries. Creaser and Spezi (2012) also advised library managers to support and promote staff development through appropriate training and research on the value of library services and use it to enhance their services. Tunde and Issa (2013) suggested that it is good to have convenient library, opening hour, adequate lightening and qualified staff that will enhance the quality of the library and hence impact on students' education.

METHODOLOGY

The descriptive survey design was adopted in this study. The study population was UNIBEN full-time students. Simple random sampling was used to select ten faculties out of the existing 14 faculties and colleges in the university. Then, employing the equal allocation method, 50 students were randomly selected per faculty (Agriculture, Arts, Basic medical science, Education, Engineering, Law, Life science, Pharmacy, Physical science and Social science) bringing the sample size to 500 out of 30,159 student population. A self-developed questionnaire was used to collect data from the students. Thirty students in the faculty of management Sciences who were not included in the main study were used to pretest the questionnaire for reliability and the coefficient of reliability are: Part A – Biodata, Part B – Library physical infrastructures and facilities (Alpha = .82), Part C – Library information resources (Alpha = .90), Part D – Library personnel (Alpha = .84), Part E - Library information

services (Alpha = .94), and Part F – Overall library value to students' education (Alpha = .86), while the whole questionnaire yielded (Alpha = .95). The questionnaire consists of six parts A – F. Part A, consists of three questions, Part B, has eight questions, Part C, has thirteen questions, Part D, consists of seven questions, Part E, has fifteen questions and Part F, has 8 questions. The questionnaire is a 4-point Likert scale instrument: GV (Great value) = 4; LV (Little value) = 3; SV (Some value) = 2; and NV (No value) = 1. Data collection was carried out during the second semester in the 2013/14 academic session. For any of the answers to be significant and accepted, it must score a mean of 2.5 and above. Library officers-in-charge of the selected faculty libraries administered the questionnaires in their libraries after receiving instructions from the researcher. Faculty libraries were chosen because it is the location students can be easily accessed. All the 500 questionnaire administered were retrieved in usable form. Data collected were analysed by descriptive and inferential statistics using SPSS software.

RESULTS AND DISCUSSIONS

Demographic results show that respondents were well distributed by level of study, sex, and age. Majority of respondents were in their 200 – 400 levels. Sixty one (61%) are male and (39%) female. Most of the students were within the age range of 21 – 30 years. This result is consistent with students demographics provided by the Office of Academic Planning of the university that male dominated the students' population and are within the age range of 21 – 30, which is the normal undergraduates' age. This result is similar to Restoum and Wade (2013) findings at the Arab International University in Syria who conducted similar study.

Objective 1: Assess the overall value of the library to students' education

Eight items were used to elicit students' response. The result of the overall assessment rating in Table 1 revealed that the library is of great value to the students' education as it obtained a mean value of 25.37 and standard deviation 7.0219. Each item had significant impact on library value to students' education with a mean score of 3.05 and above. Therefore, the library is of great value to the students in their academic pursuits, educational and career advancement, academic performance, accessing information etc. This result should be sustained and improved upon. Restoum and Wade (2013) obtained similar result at Arab International University in Syria where students were satisfied with the quality of library service, valuable collection and equipments that supports their educational information needs. Also, Paberza (2010) found the greatest effects of the value of public library services in Latvia to improve reading and students' education.

Table 1: Mean Scores of Overall Assessment of Library Value to Students' Education

S/N	Statements	NV	SV	LV	GV	Mean	Std
1	The library resources are valuable in my academic pursuit	50 10.0%	80 16.0%	74 14.8%	296 59.2%	3.23	1.05
2	The library is valuable in enhancing my educational studies	45 9.0%	88 17.6%	73 14.6%	294 58.8%	3.23	1.04
3	The library is valuable to my education and career advancement	45 9.0%	86 17.2%	83 16.6%	286 57.2%	3.22	1.03
4	The library is valuable in my academic performance	57 11.4%	76 15.2%	79 15.8%	288 57.6%	3.20	1.07
5	The library is valuable in accessing information materials	49 9.8%	88 17.6%	82 16.4%	281 56.2%	3.19	1.05
6	The library is valuable in improving my productivity	48 9.6%	87 17.4%	94 18.8%	271 54.2%	3.18	1.03
7	The library is valuable in satisfying my research needs	58 11.6%	97 19.4%	93 18.6%	252 50.4%	3.08	1.08
8	The library is valuable in meeting my information needs	73 14.6%	86 17.2%	86 17.2%	255 51.0%	3.05	1.13

To find out if the library's value is the same across the faculty, data from the 10 faculties were tabulated as presented in Table 2. The result shows that the mean and standard deviation of the various faculties in the study were not the same meaning that there are differences by faculty.

Table 2: Value of library to students per faculty

Faculty	Mean	Std. Deviation	N
Arts	24.3600	6.2849	50
Engineering	28.5000	5.4295	50
Basic medical Science	21.1800	10.0766	50
Life science	26.9200	6.4928	50
Education	27.0000	6.1776	50
Social science	24.3400	6.8886	50
Law	24.9800	5.9298	50
Agric	24.0800	7.5182	50
Physical science	25.7400	6.1006	50
Pharmacy	26.6000	6.0170	50
Total	25.3700	7.0219	500

Ho1: There is no significant difference in library value to students per faculty

To verify if the library value to students per faculty was the same, data in Table 2 was subjected to further analysis. Table 3 result revealed that there is a significant difference in library value to students' education based on their faculty ($F=4.551$, $P<.05$). The null hypothesis is therefore rejected. The resultant differences may be as a result of the level of development of information resources and services offered in the different libraries as perceived by students. Assessing library performance in Syria, Restoum and Wade (2013) obtained similar result indicating differences in the satisfaction level between student participants per faculty.

Table 3: Test of significant difference in library value to students per faculty

Source of variation	Sum of square	DF	Mean square	F	Sig.
Faculty	1897.970	9	210.886	4.551	<.0001
Error	22706.580	490	46.340		
Total	24604.550	499			

Objective 2: Determine students' value of the library physical infrastructure and facilities

The rating of the 8 items on library physical infrastructures and facilities Table 4 shows an overall mean of 22.60 and standard deviation 5.6055. Six items scored a mean above 2.5 with the faculty library ranking highest followed by lighting system, air-cooling system, John Harris library, seating capacity, while Donald Partridge e-library and library website were least valued scoring below 2.5. This result inferred that the library's infrastructural facilities are valuable to the students thus investments made recently to develop faculty libraries and improve the lighting and cooling system in the libraries have paid off and therefore should be sustained. Efforts should be made to improve on the Donald Partridge library services and the library website to impart more on students' education. This present result affirms Emokiniovo and Ogunrombi (2012) that faculty libraries were maximally used which is a reflection of its value. Therefore, faculty library system should be encouraged in all universities worldwide.

Table 4: Value of library physical infrastructure and facilities

S/N	Statements	NV	SV	LV	GV	Mean	Std
1	Your Faculty library	52 10.4%	59 11.8%	64 12.8%	325 65.0%	3.32	1.04
2	Lighting system	51 10.2%	82 16.4%	89 17.8%	278 55.6%	3.19	1.05
3	Air cooling system	58 11.6%	84 16.8%	108 21.6%	250 50.0%	3.10	1.06
4	John Harris main library	58 11.6%	93 18.6%	95 19.0%	254 50.8%	3.09	1.07
5	Seating capacity	63 12.6%	123 24.6%	118 23.6%	196 39.2%	2.89	1.06
6	MTN foundation library	138 27.6%	97 19.4%	90 18.0%	175 35.0%	2.60	1.22
7	BNet library extension	191 38.2%	99 19.8%	111 22.2%	99 19.8%	2.24	1.16
8	John Harris library website	207 41.4%	104 20.8%	87 17.4%	102 20.4%	2.17	1.17

Ho 2: Library infrastructures have no relationship with Library value to students' education

To establish a relationship between library infrastructure and overall library value to students' education, result in Table 4 was further analysed. Result in Table 5 indicates that there is a positive significant relationship between the value of library to students education and library infrastructure ($r = .467^{**}$, $N = 500$, $P < .01$). The null hypothesis is rejected. This means that library infrastructures such as lighting, air-cooling, and seating capacity influenced library value to students' education. It is imperative that university libraries should make concerted effort to provide adequate infrastructures. Awadh (2012) obtained similar result that the library's suitable environment enhanced concentration to study thus improved students' performance in Kuwait.

Table 5: Pearson Correlation (r) between Library value to students and library infrastructures

Variable	Mean	Std. Dev.	N	R	P	Remark
Library value to students	25.3700	7.0219	500	.467**	.000	Sig.
Library infrastructure	22.6040	5.6055				

** Sig. at .01 level

Objective 3: Ascertain the value of library information resources

Library's information resources were assessed by the students and the result presented below. The result of the 13 items on library information resources Table 6 indicates an overall mean of 32.76 and standard deviation 10.8041 meaning that the overall library collections were of value to the students. However, seven of them, printed textbooks, reference materials, e-books, printed journals, newspapers\magazines, computers for general use, Internet web sites and databases recorded mean score above 2.5 with printed textbooks ranking highest. Others like thesis and dissertation, e-journals, conference proceedings, government documents, technical reports and lastly audio-visuals were least valued scoring below 2.5. This implied that either the resources were not readily available to students or they were not needed in the course of their study. This result is consistent with Baro, Endouware and Ubogu (2011) findings at Niger Delta University in Nigeria. In South-Eastern universities, Eze and Uzoigwe (2013) reported that newspapers, magazines, textbooks and journals were valuable and used by students while

Tenopir, Volentine and King (2012) found scholarly articles most valuable to academic staff in six UK universities.

Table 6: Value of library information resources

S/N	Statements	NV	SV	LV	GV	Mean	Std
1	Printed textbooks	72 14.4%	65 13.0%	79 15.8%	284 56.8%	3.15	1.12
2	Reference materials (dictionary\encyclopedia etc.)	102 20.4%	97 19.4%	98 19.6%	203 40.6%	2.80	1.17
3	E-books	116 23.2%	100 20.0%	132 26.4%	152 30.4%	2.64	1.14
4	Printed journals	111 22.2%	115 23.0%	122 24.4%	152 30.4%	2.63	1.13
5	Newspapers\Magazines	120 24.0%	129 25.8%	108 21.6%	143 28.6%	2.55	1.14
6	Computers for general use	151 30.2%	89 17.8%	95 19.0%	165 33.0%	2.55	1.23
7	Internet web sites and databases	149 29.8%	105 21.0%	95 19.0%	151 30.2%	2.50	1.21
8	Thesis\Dissertation	148 29.6%	111 22.2%	126 25.2%	115 23.0%	2.42	1.14
9	E-journals	147 29.4%	118 23.6%	121 24.2%	114 22.8%	2.40	1.13
10	Conference proceedings	165 33.0%	107 21.4%	128 25.6%	100 20.0%	2.33	1.13
11	Government documents	164 32.8%	108 21.6%	131 26.2%	97 19.4%	2.32	1.12
12	Technical reports	175 35.0%	104 20.8%	125 25.0%	96 19.2%	2.28	1.14
13	Audio-visuals	206 41.2%	97 19.4%	93 18.6%	104 20.8%	2.19	1.18

Ho 3: Library information resources have no relationship with Library value to students' education

To establish a relationship between library information resources and overall library value to students' education, Table 6 result was analysed against the overall library value to students' education. Result in Table 7 shows a weak positive significant relationship between library value to students education and library information resources ($r = .427^{**}$, $N = 500$, $P < .01$). The null hypothesis is rejected. It is concluded that library information resources influenced library value to students' education. This result is in tandem with Awadh (2012) that library collection was the most important and valued service within Kuwait academic library as it improves students' academic performance. Also, Cox and Jantti (2012) found a strong correlation between students' grade and use of library information resources at the University of Wollongong.

Table 7: Pearson Correlation (r) between Library value to students and information resources

Variable	Mean	Std. Dev.	N	R	P	Remark
Library value to students	25.3700	7.0219	500	.427**	.000	Sig.
Library information resources	32.7580	10.8041				

** Sig. at .01 level

Objective 4: Assess the value of library personnel support to students' education

The rating of the 7 items on the value of library personnel in Table 8 produced a mean score of 18.92 and standard deviation 6.5917 which means that the library personnel were of value to the students. This was reflected as the library personnel were approachable when using the library, assist in finding information in the library, provide answers to queries, generally supportive, very hospitable and caring. Areas where the library personnel didn't make much impact scoring a mean below 2.5 were on students' education and career, and assignments. To correct these areas of deficiencies, librarians need to develop a programme aimed at assisting students with their assignments and studies. Reference librarian's role is imperative in this regard.

Table 8: Mean Scores of the value of library personnel to Students Education.

S/N	Statements	NV	SV	LV	GV	Mean	Std
1	The library staff are approachable when using the library	72 14.4%	90 18.0%	89 17.8%	249 49.8%	3.03	1.12
2	The library staff assist in finding information in the library	92 18.4%	77 15.4%	97 19.4%	234 46.8%	2.95	1.17
3	The library staff help provide answers to my queries	82 16.4%	89 17.8%	106 21.2%	223 44.6%	2.94	1.13
4	The library staff have been generally supportive	97 19.4%	128 25.6%	95 19.0%	180 36.0%	2.72	1.15
5	The library staff are very hospitable and caring	112 22.4%	141 28.2%	94 18.8%	153 30.6%	2.58	1.14
6	The library staff have impact on my career	152 30.4%	119 23.8%	106 21.2%	123 24.6%	2.40	1.16
7	The library staff were helpful doing my assignments\tasks	175 35.0%	103 20.6%	112 22.4%	110 22.0%	2.31	1.17

Ho 4: Library personnel have no relationship with library value to students' education

To establish a relationship between library personnel and overall library value to students' education, Table 8 result was analysed against and overall library value to students' education. Result in Table 9 revealed a strong positive significant relationship between library value to students education and library personnel ($r = .569^{**}$, $N = 500$, $P < .01$). The Null hypothesis is rejected. It is concluded that library personnel influenced library value to students' education. University libraries should therefore select librarians with certain qualities to man their readers and reference services where direct contact with students and readers is high. In other universities in Nigeria, Adeyemi and Fatoki (2013) recorded average satisfaction from library staff support to students at the University of Ibadan while Iyishi and Nkanu (2013) recorded higher than average satisfaction from library staff support to students in Cross River State with the advice that library staff should be more helpful and users friendly.

Table 9: Pearson Correlation (r) between Library value to students and library personnel

Variable	Mean	Std. Dev.	N	R	P	Remark
Library value to students	25.3700	7.0219	500	.569**	.000	Sig.
Value of library personnel	18.9220	6.5917				

** Sig. at .01 level

Objective 5: Evaluate the value of library information services

The university library was set up to provide valuable information services in support of students' education. How have the services offered by the library been of value to the students. Table 10 rating of the 15 items on the value of library services produced a mean score of 36.38 and standard deviation 13.5754 indicating that the services were valuable. Seven of the services had a mean score above 2.5 beginning with reference services, photocopying, Internet, current awareness, collaboration with faculty and students, user education and referral services which means that the services were of value to the students. Important services that could impart directly on students work like SDI, online access and database searching and library display of new arrivals scored below 2.5 mean. These services need improvement. Similar results obtained by Peberze (2010) indicated very high satisfaction of the value of public library services in Latvia. At Arab International University Syria, Restoum and Wade (2013) found reference service as one of the essential services while Belanger, Bliquez and Mondal (2012) indicated that library instruction was most valuable to most university students in the United State of America.

Table 10: Mean Score of the Value of Library Information Services

S/N	Statements	NV	SV	LV	GV	Mean	Std
1	Reference services	123 24.6%	99 19.8%	102 20.4%	176 35.2%	2.66	1.19
2	Photocopying services	148 29.6%	87 17.4%	93 18.6%	172 34.4%	2.58	1.24
3	Internet services	148 29.6%	84 16.8%	112 22.4%	156 31.2%	2.55	1.21
4	Current awareness services	136 27.2%	113 22.6%	113 22.6%	138 27.6%	2.51	1.16
5	Collaboration with Faculty and students	149 29.8%	93 18.6%	110 22.0%	148 29.6%	2.51	1.20
6	User education\orientation for staff and students	159 31.8%	95 19.0%	85 17.0%	161 32.2%	2.50	1.24
7	Referral services	151 30.2%	98 19.6%	99 19.8%	152 30.4%	2.50	1.21
8	Selective dissemination of information (SDI)	137 27.4%	116 23.2%	126 25.2%	121 24.2%	2.46	1.13
9	Access to online\Database searching	167 33.4%	90 18.0%	91 18.2%	152 30.4%	2.46	1.24
10	Library exhibition\display of new arrivals	169 33.8%	85 17.0%	109 21.8%	137 27.4%	2.43	1.21
11	Bibliography services	181 36.2%	96 19.2%	115 23.0%	108 21.6%	2.30	1.17
12	Bindery	184 36.8%	101 20.2%	94 18.8%	121 24.2%	2.30	1.20
13	Indexing and abstracting services	178 35.6%	108 21.6%	118 23.6%	96 19.2%	2.26	1.14
14	Document delivery\interlibrary loan services	213 42.6%	84 16.8%	86 17.2%	117 23.4%	2.21	1.22
15	Translation services	203 40.6%	111 22.2%	99 19.8%	87 17.4%	2.14	1.13

Ho 5: Library information services have no relationship with library value to students' education

To establish a relationship between library information services and the dependent variable, result of Table 10 was analysed against overall library value to students' education. Result in Table 11 indicated a strong positive significant relationship between value of library to students and library information services ($r = .558^{**}$, $N = 500$, $P < .01$). Thus the null hypothesis is rejected. Therefore, the value of information services influenced library value to students' education. University libraries should of necessity provide adequate information services to stand relevant. In South-East university libraries in Nigeria, Eze and Uzoigwe (2013) and Iyishi and Nkanu (2013) found reference, user education, orientation, lending and Internet services adequate to support university education and therefore valuable to students education.

Table 11: Pearson Correlation (r) between Library value to students and information services

Variable	Mean	Std. Dev.	N	R	P	Remark
Library value to students	25.3700	7.0219	500	.558**	.000	Sig.
Library information services	36.3800	13.5757				

** Sig. at .01 level

Ho 6: There is no combined influence of Library facilities, Information resources, Library personnel and Information services on the overall value of the library to students' education To determine the extent to which the linear combination of the independent variables predicts library value to students' education, regression analysis was performed. Table 12 reports the results of the multiple correlation of library value to students' education with library infrastructures and facilities, information resources, library personnel, and Information services. It was found that the linear combination of the variables significantly predict library value to students' education with a coefficient of multiple correlation ($R = .643$ and a multiple R^2 of .414. This means that 41.4% of the variance was accounted for by the four predictors when taken together.

Table 12: The joint contribution of the independent variables (Library infrastructure, Library information resources, Value of library personnel and Library information services) on Overall Value of the library to students' education

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.643	.414	.409	5.3972			
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	10185.048	4	2546.262	87.409	.000	Sig.
Residual	14419.502	495	29.130			
Total	24604.550	499				

The significance of the composite contribution was tested at $P < .05$. The table shows that the analysis of variance for the regression yielded an F-ratio of 87.409 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

On the relative contribution of the four independent variables to the dependent variable, the result is as presented in Table 13, expressed as beta weights, viz: library infrastructure ($\beta = .185$, $P < .05$), library information resources ($\beta = -.019$, $P > .05$), value of library personnel ($\beta = .312$, $P < .05$) and library information services ($\beta = .283$, $P < .05$) respectively. The result shows that while library infrastructure, value of library personnel and library information services were significant, library information resources was not. This finding confirms the earlier result where information resources had a small statistical score of $r = .427$. This trend could be due to the drift towards the use of electronics to access information, low reading culture or inaccessibility of the resources to students. Awadh (2012) obtained similar result that library collection was not as important to students' studies as many preferred to study at home using the Internet.

Table 13: Relative contribution of the independent variables (Library infrastructure, Library information resources, Value of library personnel and Library information services) on Overall Value of the library to students' education

Model	Unstandardized Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	8.913	1.044		8.534	.000
Library infrastructure	.232	.055	.185	4.183	.000
Library information resources	-1.265E-02	.032	-.019	-.391	.696
Value of library personnel	.333	.048	.312	6.876	.000
Library information services	.146	.027	.283	5.470	.000

CONCLUSION AND RECOMMENDATION

Evidence from this study suggests that the library is of great value in support of students' education. The library imparted positively on students' education through the high value of its physical infrastructures and facilities, information resources, personnel and information services provided in support of all aspects of the students' education. It is recommended that the library information resources should be improved upon to make more impact while the personnel should develop means of assisting students with their assignments.

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